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ABSTRACT

Several innovative approaches to the orientation course that have been tested in a community college are described. These approaches emphasize the areas of orientation of special importance in the community college: adjustment to the freedoms and responsibilities of being a college student, development of communication skills and relationships with others, how to study, use of the college library, mechanics of survival in college (registration, seeking help, etc.), career exploration, and achievement/motivation to establish individual identity and goal orientation. The following courses are described: Psychology of Learning, General 100 (involving grade contracts), a packaged approach to orientation (for evening students for whom an extra class would be an inconvenience), peer leaders as part of the orientation class, humanistic education (focusing on effective communication and group relations). An orientation "core" is discussed as a possibility for the future. A bibliography of additional resources is also provided. (KM)

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INNOVATIVE APPROACH TO ORIENTATION

AT ONE COMPREHENSIVE COMMUNITY COLLEGE

JC 740 105

"This is a working draft intended by the author to culminate in a final form after review and editing."

June, 1973

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PREFACE

Orientation in the comprehensive community college poses a special challenge for counselors and faculty. A number of alternatives are available to promote an understanding of the community college "mission" and the resources available to the student.

This publication presents an overview of a number of innovative approaches to orientation put into practice by the author and his associates over an eight year period in two community colleges. The most fruitful orientation efforts have occurred in the past five years at Southwest Virginia Community College. Since the comprehensive community college represents higher education's most significant growth area in the decades of the 1960's and 1970's, a "How-it-can-be-done" survey of orientation activities may be helpful to educators faced with challenging the "new" student.

Accordingly, course outlines and sample materials are provided with the expectation that you, the consumer, may find these of use in preparing your own orientation program. Your comments are welcomed. The five years of experimentation may help you "see where one community college has been" and the possibilities for the future. This publication is prepared as a practical guidebook rather than in "thesis" format.

A number of people have shared in creating a positive environment in which the innovative efforts discussed here could take place. The acknowledgements of specific people included below are just a few of the faculty, students, and staff who have shared in the development of S.V.C.C.'s orientation program. They include: Forrest McKay, Don Smith, Gaye Schroeder, Ray Dunmire, Frank Nunez, Pete Leroy, Jack Lavery, Carol Amato, Bettye Farley, Sam Amills, John Foley, Karen Abel, Frankie Carr, Charles R. King, Dan Barlow, Jim Farris, Idana Hamilton, Anne Moore, and others too numerous to list here.

Numerous other students and faculty who cared and became involved in orientation activities are to be extended an expression of appreciation for their assistance.

I also want to acknowledge Dr. William F. Brown's permission to use and refer to Effective Study Materials, a milestone in peer counseling and orientation activities. Patricia Cross's work on the "new" student is a significant beginning point to identify our student "consumer" and you are encouraged to read her articles and books related to the topic of the "new" student.

Armand M. Opitz

Richlands, Virginia
June, 1973

Chapter I

Orientation - An Introduction

Orientation in the "Open-door" comprehensive community college varies significantly from the orientation program offered by "traditional" colleges. The diverse "new" students[1] served by the Community College as well as the comprehensive variety of curricula offered, suggest new directions for orientation programs.

According to Cross:

> The greatest single barrier to college admission in the 1960's was lack of demonstrated academic ability-as that ability is nutured and measured in the schools. College entrance has become commonplace for students demonstrating above-average academic performance; toward the end of the 1960's nearly three-quarters of those ranking in the upper academic half among high school graduates were entering college - even if they ranked in the lowest quarter of socioeconomic measures. As the country continues to move toward increased college access, it is lower-half students who constitute the available reservoir of new students to higher education: poor students academically and - more often than not - poor students financially.

She further reports the following data regarding family background of the "New" student:

> Two-thirds of the new students are first-generation college students; their fathers have never attended college. About the same proportion of fathers - two out of three - are blue-collar workers. Over half of the group are Caucasians with about a fourth Black and about 15 percent other minorities. One of the most persistent misunderstandings of the educational community as well as the broader society is that most "remedial" students are members of minority ethnic groups. It is just not true; the majority of lowest-third high school graduates are white. Most community colleges (64 percent) offering special programs for students who are poorly prepared academically report that fewer than one-fourth of the students enrolled in such programs are members of ethnic minorities. It is true, however, that the concern about the lack of academic preparation of ethnic minorities is well justified. Black Americans are very much over-represented among the lowest academic third of the entering students. Mexican-Americans and American Indians are also over-represented among lowest-third students in community colleges.

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[1] "New Students", definition by Patricia Cross.

Cross, K. Patricia: "Higher Education's Newest Student" Junior College Journal. 39:1, 38-42; September, 1968.

Also, women represent a larger proportion of the new student population. Interestingly, Cross also noted that there is a significant minority of relatively socioeconomically advantaged youth with prior poor academic records who are entering open-door junior colleges. According to Cross:

> Moving through the American school system is a very different experience for top-and bottom-third students, and the gap between the academic performance of the two groups widens in absolute as well as relative terms as they proceed through school (Coleman, 1966; Cross, 1971). Most students who graduate from high school in the top-third of the class have been successful students all the way through school. Bottom-third students, on the other hand, have spent their formative years not simply in the bottom-third, but often worse yet, moving down toward it. Data collected over a period of five years from American teenagers (ETS Growth Study) show that out of every 100 top-third high school juniors, 87 were already in the top-third in seventh grade while 45 had been in the middle-third. Because attrition is academically selective, an average student in elementary school has a better chance of dropping to below average status among the more selective group of high school graduates than he has of improving his relative position. Why shouldn't lowest-third seventh graders learn to fear failure instead of expecting success?

The past educational experience of the junior college entry must also be considered. Again Cross has made a significant observation. She points out:

> One of the unintentional lessons learned by students who start their school careers handicapped by the lack of verbal and other academic skills is that failure is always reaching out to envelop them. The picture is not unlike that of a strong and a weak swimmer thrown into downstream currents above a waterfall. The strong swimmer soon swims to calm waters and begins to focus attention on how fast he can swim, while the weak swimmer is dragged into such swift currents that his only concern is to keep himself from going over the water fall. In the language of psychology, the strong swimmer becomes achievement-motivated while the weak swimmer becomes fear-threatened. Future learning is structured differently for the two swimmers. And the effects are clearly evident by the time young people graduate from high school.
>
> Whereas a certain minority of young people confess that school makes them nervous, the proportion of lowest-third high school seniors admitting that they often feel nervous, or shy in class is almost double that for top-third students - 38 percent to 21 percent (SCOPE Data).[2]

A necessary introduction to any new institution includes an acquaintance with facilities, personnel, policies and regulations. This is partially met by a general introductory session at the opening of the term. A student handbook and the college catalog also serve as part of the traditional introduction to "where, who, and what".

As a large numbers of individuals enter college directly from high school, as first generation high school graduates, the middle class parental pressures which frequently mean an emphasis for success, are often missing. So new, broader approaches to an orientation to college, particularly the comprehensive community colleges became a necessity.

Areas of special orientation emphasis include:

(1) An adjustment to the freedoms/responsibilities of being a college student (self-direction, individual student's utilization of learning resources as example).

(2) Development of communications skills - relationships with others - students, faculty, or family.

(3) How - to - study - an emphasis on improving learning skills.

(4) Introduction to the college library - and effective use of the same.

(5) Mechanics of how to "survive" in the community college - details of registration, seeking help, etc.

(6) Career exploration - for those with special interest or needs.

(7) Special programs in achievement/motivation and such activities as values clarity. These programs are designed to assist students to establish "who I am" and "where I want to go".

The areas of additional emphasis listed above are a "now" emphasis achieved at Southwest Virginia Community College over a period of 5 years of innovative experimenting. Not every student needs to pursue all of the orientation emphases outlined above.

Therefore, a brief separate chapter will be provided to discuss each year's approach to orientation. In addition the special orientation program

developed for evening students will be discussed. Sample course outlines will be provided as part of the discussion of each effort.

A summary will be provided to identify possible current directions to orienting students.

The first topic covered deals with an orientation course entitled "Psychology of Learning", which was developed by the author while at Southeastern Community College during the 1967-68 year. This particular orientation program stressed "how-to-study skills", library use skills, and career exploration activities.

The 1968-69 orientation at S.V.C.C. included the following emphases:

(1) Introduction to College (particular emphasis on S.V.C.C.)

(2) The Student and his environment.

(3) The Student and personal adjustment.

(4) The Student and the learning process.

This was presented to students in a group setting and included outside readings, films and summary assignments.

The following year, based on having a reduced counseling staff, as well as student/staff response; the contracted grade and self-completion package of activities was designed. This package included three major areas: College policies and how to study skills; a library usage examination, and an autobiographical sketch dealing with career goals. This package is currently used with evening students.

The evening student carrying several evenings a week for several classes, has responded favorably to a "take-home" and self-completion package.

The Summer, 1970 session witnessed a new emphasis on a peer directed orientation program. Some 60 summer remedial studies entries were provided an orientation team of two SVCC graduates who

conducted an orientation program based on Dr. Brown's effective studies materials program. Student response was favorable and the program was continued for the 1970-71 college year.

The college staff was genuinely pleased with the positive impact of student/peer orientation leaders. Unfortunately, "how to study techniques" and library orientation activities were not as well received.

During the same period of time, Dr. Jack Lavery, Assistant Director, for Student Services, for the Virginia Community College system; introduced SVCC (and other Community Colleges) to a "humanistic" group processes education process.

Following several summer 1971 workshops, culminating in a three day workshop for student leaders; SVCC moved to a humanistic, group-process emphasis in orientation for 1971-72. The primary focus was on weekly group meetings which developed communications skills and awarenesses. The traditional introduction to the institution is accomplished in half-day general orientation session prior to the beginning of classes. Then, the group processes aspect of orientation is accomplished by weekly meetings. A summary of the follow-up study of student evaluations of the orientation program is provided. The response was very positive.

As a result, the group processes orientation program has been continued for 1972-73 college year. In addition, an advanced orientation course has been offered for interested students. This advanced course dealt with topics as values clarity and achievement/motivation.

The final chapter, "Questions for the Future", provides a summary of possible future activities for inclusion in a meaningful "Orientation" program.

Chapter II PSYCHOLOGY OF LEARNING

An orientation course offered by the author in 1967-1968 at Southeastern Community College, Whiteville, N. C. - a reprint of an article by Armand M. Opitz, Director, Student Personnel, Southeastern Community College, published in "The Open Door", March-May issue, 1966.

In considering how best to help our students, at the newly opened Southeastern Community College, to develop the academic skills necessary for success in a college parallel or technical program, we began with a survey of their backgrounds. Our service area includes Columbus County, Bladen County, and parts of Robeson, Brunswick, and Pender counties in rural Southeastern North Carolina.

In the service area are 47 high schools within the 30 to 35 mile range of our location. Graduating classes range from one to 172 students, with only three high schools having more than 100 students in the senior class. Further, within the service area schools there are only five full-time guidance counselors. Since the bulk of our students come from small, rural high schools with limited facilities, in terms of library and guidance services, it was felt that an effort must be made to provide additional emphasis in learning skills development.

Accordingly, the required course, Psychology of Learning, was established for all incoming college transfer and technical students to be taken during their first quarter in attendance at Southeastern Community College. The catalog course description is as follows:

> A study of the nature of the learning process. Consideration is given to theoretical formulation and empirical evidence regarding learning. This course also emphasizes the practical applications of psychology as related to life adjustment and college success. Emphasis is given to effective study habits and techniques, critical thinking, educational and occupational planning, and psychology of human behavior.

Our objectives in offering this course are to provide for the transition and adjustment to college and to provide an awareness of college services available to facilitate that adjustment. Next, of major importance, our intention is to provide the student with an introduction to the tools and processes of learning. Competence in the use of the library resources is considered essential to success in completing a degree program. Finally, while capability to pursue a college transfer or technical program is established during a preadmissions process, the students are not expected to be irrevocably committed to a particular program of courses. In fact, by presenting career information and an opportunity to study occupational opportunities, a student's indecision regarding career objectives may be minimized.

The first two class meetings of the course are devoted to a general college orientation. Readings are assigned in Success In College (1) which include such topic headings as "What Are You Doing Here?" What Does Your College Expect of You?" "What Success Do You Want to Achieve?" Complementing the general college orientation is an introduction to the personnel, services, and policies of Southeastern Community College.

Following the orientation meetings, the next six class meetings are devoted to a general survey of learning techniques. After developing the practical application of such learning techniques as SQ3R (Survey, Question, Read, Recite, Review), specific area study skills are developed using a number of primary references (1, 3, 4, 5, 6, and 7). Note-taking skills are reviewed for such purposes as class notes and general reading notes. This involves several written assignments to develop skills. Competency in use of the library is considered part of the learning skills emphasis.

For this seven-class-meeting segment of the course, the librarian provides an introductory "physical" orientation, i.e., a verbal tour of the library. Using the written library guide provided each student, use of the card catalog is explained. Also discussed are the periodical index, special reference books,

dictionaries, and encyclopedias. Visual aids are an important part of the instruction. Practice written assignments provide firsthand knowledge in the use of library resources.

The final eight meetings of the course are devoted to a general survey of occupational opportunities and the factors affecting the future for young people soon to enter 40 years of work. Emphasis is placed on developing a personal career exploration project after each student has isolated a particular career or broad field of interest to him. Students are provided question guide sheets and an outline to develop. This should give them a clear self-assessment and an awareness of a particular area of vocational interest.

In summary, the course discussed above is intended to better equip entering students for successful study. Further, the aim is to develop self-understanding and to establish effective utilization of the college's resources by the student.

PSYCHOLOGY 101 - Psychology of Learning

Fall Quarter - 1967-68 Student Course Outline Offered at Southeastern Community College, Whiteville, North Carolina

Objectives of This Course:

a. To provide for the transition and adjustment to college as well as an awareness of college services to facilitate that adjustment.
b. To provide the student with an introduction to the tools and processes of learning.
c. To give the student insight as to his career aspirations and potentials through a guided exploration of career opportunities and development of a "self" profile.
d. To aid a student in assuming a responsible place in society.

TEXT: Success In College, Second Edition, Libaw, Frieda Bornston; Martinson, William D.

MEETING #1
FOCUS: Objectives and overview of the course.
ASSIGNMENT: Begin reading Chapter 2 of the text (Success in College): complete work sheets: No. 1. Where is it?, page 25-26; No. III. Special facilities on campus, page 30-32; No. IV. Curriculum standards, page 33; No. VI. Standards for grades, page 36; and VIII. Standards for attendance, page 37.

MEETING #2***
FOCUS: Knowing your college (Based on chapter 2 of the text)
Note: Work sheets from Assignment #1 due.
ASSIGNMENT: Chapter 1 of the text (Success In College) reading pages 1-49.

MEETING #3***
FOCUS: General instructions for library use.
ASSIGNMENT: Thinking it through, page 12, focusing on #1, #4, and #5.

MEETING #4
FOCUS: What does college mean to you?
ASSIGNMENT: Read pages 53 and 54; and Making short-range plans, pages 62, 65-70. Complete time chart.
Read chapter 4 of the text (Success In College) give special attention to questions on page 87 - 1-12.

Listening Course Option: Students who complete the Programmed Instruction Center sponsored Better Listening course may substitute it as an "A" for the lowest assignment grade.

***Alternate meetings will involve general instructions for library use.

CONTINUED

MEETING #5
FOCUS: Learning Plans and Methods of Learning
Note: Collection of completed time chart.
ASSIGNMENT: Read chapter 5 of the text (Success In College) and readings on pages 128-137.

MEETING #6
FOCUS: Study Habits: remembering and note taking.
ASSIGNMENT: Read pages 104-111 of the text (Success In College).
Read one of the "How To Study" references. (Prepare a reaction sheet for the reading. This is due at the 8th meeting.)

MEETING #7
FOCUS: Communicating: orally and in writing.

MEETING #8
FOCUS: Evaluation
Note: Reaction sheet to be collected.

MEETINGS #9-15
FOCUS: Library Use: theory and practice. These meetings alternate with the preceding schedule. Librarian will provide exercises and final library use exam.

MEETING #16
FOCUS: Occupational assessment.
ASSIGNMENT: Read chapter 7 of the text (Success In College) and introduction and specified pages of Occupational Outlook Handbook. Work sheet on pages 163-164. "Handout" Living and Working in Big Cities.

MEETING #17
FOCUS: Career Self-Assessment
Note: "Study of an Occupation" work sheets will be collected.
ASSIGNMENT: Read chapters 9 and 10, and readings pages 200-208, pages 215-218.

MEETING #18
FOCUS: Presenting Yourself (Related Film)
ASSIGNMENT: Prepare the assigned resume. Prepare a reaction paper to one of the readings contained in pages 200-218.

MEETING #19
FOCUS: Evaluation and Introduction of Final Unit, (Living Successfully With Others).
ASSIGNMENT: Read chapters 11 and 12 of the text (Success In College). Also, readings on pages 255-276.

MEETING #20
FOCUS: Relating with self and others.
ASSIGNMENT: Read chapters 13 and 14 of the text (Success In College).

MEETING #21
FOCUS: Values to Live By (Panel discussion)

MEETING #22 Final Exam

PSYCHOLOGY 101 - Psychology of Learning

LIBRARY USE

MEETING #1
FOCUS: Overview of the Library Handbook.
ASSIGNMENT: Assign a general term project--prepare a bibliography of all the information available in our library on one chosen vocation. The form to be used in presenting the bibliography will be that shown in the English I Textbook, pp. 822-823.

Introduce the cards in the Card Catalog.

Hand out a sheet to be completed by use of the card catalog and the Library Handbook.

MEETING #2
FOCUS: Card Catalog and Library of Congress Classification System.
ASSIGNMENT: Success In College, pp. 118-126.

Section in the Library Handbook on the Card Catalog.

MEETING #3
FOCUS: Reference Books--Encyclopedias and Dictionaries.
ASSIGNMENT: Hand out sheet which will require the use of the reference books in the library.

MEETING #4
FOCUS: Reference Books--General yearbooks, atlases, gazetteers, etc.
ASSIGNMENT: Continue work on the hand out sheet.

MEETING #5
FOCUS: Indexes to periodicals.
ASSIGNMENT: Hand out sheet which will require the use of periodical indexes in the library.

MEETING #6
FOCUS: Evaluation.

PSYCHOLOGY 101 - Psychology of Learning

PROCEDURES: For Instructors Only

MEETING #1 General Instructions and Expectations For Course.
Instructions for purchase of text book.
Hint to examine preface and table of contents and names of authors.

MEETING #2 & 3
(Alternating Sections) Sections with library construction on general use of the library.

Pop-Quiz on preface of text.
Collect work sheets.
Have PIC representative present Listening Program (3 to 5 minutes).
Discuss Chapter 2.

MEETING #4 Collect short themes from page 12 assignment.
Offer students option of taking Listening Course and having lowest assignment grade changed to an "A" upon completion of Listening Course.
Hand out for reading in class (COLLEGE EXPERIENCES AHEAD) by Dr. Gardner.
Upon completion of reading have students do a reaction sheet on the article and discuss same.
Discuss Chapter 1.

MEETING #5 Collect time chart.
Remind students to check their performance against these time charts periodically.
Discuss Chapters 3 and 4 on Learning Plans and Methods of Learning.
Ask students to make outline of one of the assigned readings on pages 128-137.

MEETING #6 Discuss Chapter 5 and readings.
Discuss outlining using outlines due at this meeting.
Remind students that reaction sheet on library reading is due at eighth class meeting.

MEETING #7 Discuss Chapter 6 - Communication (Oral and Written).
Remind students of test at Meeting #8.

MEETING #8 Collect reaction sheet due.
Evaluation.

MEETING #9 - 15
College library - Theory and Practice.
(These meetings alternate with the following schedule).

MEETING #16 Discuss Chapter 8.
Present OCCUPATIONAL HANDBOOK and GUIDE TO OCCUPATIONS available in library.
Hand out leaflet LIVING IN THE CITY and make assignment.

MEETING #17 Collect work sheets.
Discuss Chapter 7.
Stress importance of Testing in relation to job assignment.
Stress reasons for choice of occupations.

MEETING #18 Discuss Chapters 9 and 10.
Instructions for preparing a resume - hand out resume form.
Film - THE MOST IMPORTANT BUSINESS IN THE WORLD (18 minutes).

MEETING #19 Collect reaction sheets.
Introduction to final unit.

MEETING #20 Discuss Chapters 11 and 12.

MEETING #21 Panel discussion on Values to Live By.

MEETING #22 Final Exam. (Tuesday - 28th)

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Chapter
III

GENERAL 100
A First Effort at SVCC; 1968-69

Prepared by Student Personnel Staff at Southwest Virginia Community College, Richlands, Virginia, Summer, 1968, for use Fall, 1968. SPS staff members included Dean Daniel Barlow, Mrs. Gay Schroeder, Miss Arlene Ebner, and Mr. Don Smith. A. M. Opitz also associated as Coordinator of Adm. & Records.

GENL 100 ORIENTATION (Required of all students)

1 credit

Catalog Description:

"This course, required of all beginning college students, is designed essentially as an instrument of group guidance and deals with such problems as adjustment to college, purposes and functions of the college, planning for the future, and making the most of the college years and what the college has to offer. Particular emphasis is placed on experiences designed to improve study habits and skills such as reading, listening, and library activities. Lectures 1 hour, Laboratory or seminar 1 hour. Total of 2 hours per week."

Objectives of the Course:

1. To instruct the student in the tools and processes of learning.
2. To acquire knowledge and skill that will be helpful in building a successful career.
3. To provide for the transition and adjustment to college as well as an awareness of college services to facilitate that aspiration.
4. To accurately evaluate your present academic skills, abilities, and personality factors.
5. To plan your college days in the light of your aims and needs.

General 100 - ORIENTATION - (1968-69)

Unit I: Introduction to College

Focus will be on learning about Southwest Virginia Community College, learning how to study more effectively, how to take notes, how to listen, how to use the library and its resources---in short, how to become a more aware and knowledgeable student.

Unit II: The Student and His Environment

Focus will be on the student in relationship to his chosen career and the world of work, the need for occupational planning, and the importance of learning about one's aptitudes and interests in relation to the chosen career. Focus will also be on the world, national problems and the students involvement in society and its problems.

Unit III: The Student and Personal Adjustment

Focus will be on the students problems, his concept of himself, his relationships with others, evaluation of his interests & aptitudes exploration and education planning, and his adjustment to college life.

The orientation course meets once a week for an hour of lecture with another hour of outside assignment or lab assignment. Regular class attendance is expected. No examinations will be given in this class. Assignments involving outside reading, writing, will be required. All papers must be typewritten, and neatly done. The student chooses the grade for which he wishes to work as outlined on the attached contract: A, B, C. The assignments are due by December 6th, 1968. You may choose your own grade level toward which you

desire to work. The following are minimum for each grade. Assignments made in class will be required.

For a "C" grade:

1. Select and read FOR ENJOYMENT one of the following paper books. Then discuss briefly and meaningfully the ideas that you have found from it to be the most significant for you. State whether or not you liked the book and why. (Approx. three page typewritten paper)

One Flew Over the Cuckoo's Nest	Brave New World Revisited
I Never Promised You a Rose Garden	Gift From the Sea
The Art of Loving	Black Like Me
Walden II	The Hidden Persuaders
Brave New World	The Meaning of Life
1984	Catcher In the Rye

2. Select the career toward which you are striving and report on the type of work involved, job demand for that type of work, disadvantages as well as advantages of the job, salaries, fringe benefits, requirements for the job as well as the future outlook of the job. In addition, state why you chose this career--why it is the type of work you want to do. (Minimum: One page typewritten paper) (You may find this information in the Occupational Library in the Student Services Office or you may interview three people already in the type of work you plan to enter.)

3. How aware are you of the who that you are? Discuss briefly in a typewritten paper just WHO YOU ARE . . . as you see yourself and as you think others see you. (Minimum of three typewritten pages)

For a "B" grade:

Meet all the requirements for a "C" grade and in addition:

4. Briefly read and report on two articles taken from two periodicals

related to the career you have chosen. Example: Those students who have chosen teaching would be interested in reading the NEA Journal or those students who plan on going into electronics would be interested in reading Electronics Illustrated. Find the trade journal related to your chosen career.

5. Write a reaction paper to either one of the two films to be shown in class: "The Edge of Abundance" or "The Detached Americans". Explain how you felt about it, whether or not you think the problem can be solved and what you think should be done to solve it. (Minimum of two typewritten pages)

6. Select a personality trait that you have that you don't like . . or some aspect of your behavior that you don't like. Explain why you think you behave this way. Give serious thought as to your motivations or thinking that lies behind it. Write how you think you might be able to change this particular trait or behavior.

For a "A" grade:

7. Read an additional book from the book list and write your reactions to it, as outlined before.

8. The essence of emotional disturbances is disturbed human relationships! The individual has become alienated from others-- detached from the community of man. He needs to re-establish good relationships with others, but often he cannot do this. He may not be able to change his behavior, or he may not be aware of the behavior involved. Choose a relationship you have which you would like to change. Discuss this relationship in a two page type-written paper--what you think is wrong with it and what you can do to change it. Over a three week period, write in a two-page typewritten paper how you changed your relation-

ship with that person--if you did. If you did not, explain why you could not. Was it hard for you to change the relationship or was it easy? Describe your feelings about that other person now.

SVCC ORIENTATION FOR EVENING STUDENTS

1. How aware are you of the who what You are? Discuss briefly in a typewritten paper just WHO YOU ARE . . . . as you see yourself and as you think others see you.

2. Select and read FOR ENJOYMENT two of the following paperbooks. Then discuss briefly and meaningfully the ideas that you have found from them to be the most significant for you. State whether or not you liked the book and why.

One Flew Over the Cuckoo's Nest

1984

The Art of Loving

Walden II

I Never Promised You a Rose Garden

3. In the Occupational library in the Student Services Office are many pamphlets and booklets on careers. Select the career goal toward which you are striving and report on the type of work involved, job demand, disadvantages as well as advantages, future outlook, salaries, fringe benefits, requirements for the job. In addition, state why you choose this career--why it is the type of work you want to do.

4. Briefly read and report on two articles taken from any periodical related to the career you have chosen. Example: Those students who have chosen teaching would be interested in reading the NEA Journal or

5. Library Assignment:

6. Report on Study Techniques to Improve Studying.

7. The essence of emotional disturbances is disturbed human relationships! The individual has become alienated from others--detached from the community of man. He needs to re-establish good relationships with others, but often he cannot do this. He may not be able to change his behavior, or he may not be aware of the behaviors involved. Choose a relationship you have which you would like to change. Discuss the relationship in a two page typewritten paper--what you think is wrong with it and what you can do to change it. Over a three week period, try to change the relationship--to improve it. After the three week period, write in a two-page typewritten paper how you changed your relationship with that person--if you did. Was it hard for you to change the relationship or was it easy. Describe your feelings about that other person now.

EVENING ORIENTATION CLASSES

The course requirements for the evening students have been changed to the following:

For a "C" grade:

Select any two of the three assignments listed.

For a "B" grade:

In addition to the two requirements for a C, select any two of the three assignments listed under the B grade.

For an "A" grade:

In addition to the C and B assignments, select only one of the two that are listed under the A grade, which would mean a total of five papers for the A grade.

Do not forget that all papers are to be handed in or mailed to Student Services before December 6, 1968. The Student Services Office is open every Monday and Thursday evenings from 6:00 - 9:00 p.m. On your papers, please indicate the name of your instructor and Section 30.

We will not be meeting again in November or December due to the conflicts in class schedules for most of the students.

Chapter IV A PACKAGED APPROACH TO ORIENTATION

In 1969-70 college year, a packaged approach to orientation was developed. Aside from the traditional day to familiarize students with the faculty, a contracted grade and self-completion package of activities was designed for both day and evening students.

This package included three major areas: College policies and how-to study skills, library usage examination, and an autobiographical sketch dealing with career goals. A sample of the explanatory letter and examination package as presently used with evening students follows this introduction.

The actual package distributed to students includes the student handbook, How-to-Study materials and a library handbook. In addition, evening students are encouraged to contact the appropriate resource personnel for assistance.

The package approach seems ideal for evening students who might not be able to attend an additional evening a week if a formal class or group meeting were scheduled. Then, too, many evening students already have established career and educational objectives.

On the other hand, most full time, day students appear to welcome the opportunity for a "focus" point or meeting during their introductory quarter on campus. So, the staff "dropped" the packaged approach for full time day students.

January 15, 1973

Dear Evening Orientation Student:

You are enrolled in GENL 100 - Orientation - Section 30 as part of your introduction to S.V.C.C. You may "contract" a grade of C, B, or A depending on whether you choose to complete part or all of the exam.

Accordingly, we are enclosing a Take-Home Test which must be completed and returned to Student Services by Tuesday March 20, 1973. Failure to do so may result in a grade of "F".

In order to receive a grade of "B" you must complete the Take-Home Test, The Library Project, and The Essay on Vocational Goal which must be turned into Student Services by Tuesday March 20, 1973.

If you have questions on Orientation and the requirements, see the Evening Coordinator, Mr. Lockhart, or Mr. Farris, College Counselor (evening).

Additional copies of the Student Handbook and the information sheets on how to study are available in the Student Services Office. You may also wish to purchase the Effective Study Guide and materials available in the College Book Store. (Price - $1.50)

Sincerely yours,

Armand M. Opitz, Dean
Student Services

AMO/har

Enclosure - Student Handbook
How to Study Materials
Library Handbook - Available in Library

ORIENTATION
SPRING QUARTER, 1973
TAKE-HOME TEST

FOR A GRADE OF "C"

On Orientation Day, you received a Student Handbook and an introduction to rules, regulations and procedures of the College. The following questions were taken from the STUDENT HANDBOOK.

1. Compute the following quality point average:

   History 111 - 3 credit hours - c
   English 111 - 3 credit hours - c
   Math 181 - 3 credit hours - B
   Biology 101 - 4 credit hours - D
   PHED 101 - 1 credit hour - c
   Orientation 100 - 1 credit hour - A

   a) Quality Point Average_____.

   b) Could this person be a candidate for Student Government
   Yes_____No_____.

   c) Would this person receive an academic warning?
   Yes_____No_____.

   d) If this average remained constant, could this person graduate in a degree program from S.V.C.C.?
   Yes_____No_____.

2. A student is placed on academic probation if he fails to maintain a cumulative grade point average of: (Circle the correct answer)

   a) 1.75
   b) 1.50
   c) 2.00
   d) 2.50

3. A student who is on academic probation for a quarter is academically suspended from the College if he fails to make a grade point average of less than: (Circle the correct answer)

   a) 1.75
   b) 1.50
   c) 2.00
   d) 2.25

Page 2
ORIENTATION
Grade of "C"

4. A student is classified as a full-time student if he is enrolled for_____credit hours. (Fill in the correct answer)

5. To be classified as a Sophomore, a student must have completed_____credits. (Fill in the correct answer)

6. A student must have a total of_____quarter credits to be awarded an Associate Degree. (Fill in the correct answer)

Questions 7 through 13, answer in one or two sentences.

7. Explain what a student must do to change programs at S.V.C.C.
_____
_____
_____

8. Explain what a student must do to have transcripts sent to other colleges or business firms_____
_____
_____

9. What must a student do to officially withdraw from the college?_____
_____
_____

10. Explain what it means to "audit" a class._____
_____
_____

11. What does a student have to have to be on the Dean's List (G.P.A.)?_____
_____

12. The student placement office or employment office is located in the_____office.

13. Selective Service regulations state that a student may be deferred as long as he is_____
_____

Continue to next page, please.

On Orientation Day, you receive bulletins and pamphlets to help you develop better study habits. (Examples below).

"Suggestions for Effective Study Habits"
"How to Study - Rules and Pointers"
"Common Errors In Taking Notes"

You may also purchase "Effective Study Guide" materials (College Bookstore).

The following questions were taken from the above information.

14. List five errors in taking notes.

a)
b)
c)
d)
e)

15. List five useful suggestions on how to take notes.

a)
b)
c)
d)
e)

16. List five useful suggestions on how to budget your time for studying.

a)
b)
c)
d)
e)

17. What are the suggestions for reading a chapter effectively.

a)
b)
c)
d)
e)

18. Research has shown that at least one-half of the time used in studying should be devoted to reciting what you have read by: (Circle the incorrect statement).

a) Verbally summarizing the chapter.
b) Making up sample test questions found at the end of the chapter.
c) Answering the question found at the end of the chapter.
d) Studying for long period of time at one sitting.

19. (Circle the incorrect statement)

a) A definite time should be set aside to study each subject.
b) When studying, a five minute rest period every hour is desirable since such periods eliminate fatigue.
c) The use of benzedrine, "no-doze" and other drugs will help in studying and are not harmful.
d) If a student is physically fatigued, it is better to take a nap rather than study.

20. To study for a subjective exam, one should study_____
_____

21. To study for an objective exam one should study_____
_____

From the Library Orientation:

22. Does the Library have any edition of the Guttenberg Bible? No_____, Yes_____

23. List five periodical indexes in the Library.
a)
b)
c)
d)
e)

24. Name five magazines on microfilm from S.V.C.C. Library collection.
a)
b)
c)
d)
e)

25. What other format does the S.V.C.C. Library have on microfilm?
_____
_____
_____

26. List five books in the Library pertaining to the local and state area.
a)
b)
c)
d)
e)

ORIENTATION
SPRING QUARTER, 1973
TAKE-HOME TEST

FOR A GRADE OF "B"

LIBRARY PROJECT

1. Make a bibliographical list of ten books in your area of vocational interest. Check those books that are in the S.V.C.C. Library. (The bibliographical list must follow the format as required by the English Department at S.V.C.C.)

2. Make a bibliographical list of ten magazine articles on your vocational interest. Check those magazines in the S.V.C.C. Library.

3. Make a bibliographical list of five newspaper articles related to your vocational interest. Check those newspapers that are in the S.V.C.C. Library.

ORIENTATION
SPRING QUARTER, 1973
TAKE-HOME TEST

FOR A GRADE OF "A"

Use this space to write several paragraphs regarding the vocation or job which you think you would like to pursue. As you evaluate yourself, indicate your strengths and/or weaknesses for this job.

STUDENT COUNSELOR ORIENTATION
Summer, 1970
SOUTHWEST VIRGINIA COMMUNITY COLLEGE

The idea of Student Counselors was first developed by Dean Opitz early in the Winter Quarter of 1970. Mrs. Gay Schroeder, Counselor at Southwest Virginia Community College, then attended a Workshop at Thomas Nelson Community College in the Spring of 1970. Here she learned of the Peer Counseling Program at Thomas Nelson Community College. She and Dean Opitz, Dean of Student Services at S.V.C.C., then decided to "experiment" by having the teaching conducted by Student Counselors for the 1970 Summer Orientation Program.

Two Spring graduates from Southwest Virginia Community College, Miss Karen Abel and Miss Frankie Carr, were chosen to conduct the classes. A training period followed during which time the Student Counselors were familiarized with Dr. William Brown's Effective Study Guide and Workbook.

The Student Counselors prepared daily lesson plans, incorporating both Dr. Brown's study materials and materials about the Community College such as the Catalog, Handbook, and other materials.

Classes lasted for three and one half weeks, meeting on a Tuesday-Thursday-Monday schedule. There were ten meetings in all. One class was also scheduled to meet each Wednesday evening for 10 weeks from 5:30 p.m. - 6:30 p.m. for the benefit of new evening students.

These classes were small, with an average of 10-12 students per class. This was essential to allow for maximum student-counselor relationships to develop. The total number of students in class was 59.

The objectives of the Orientation course were:

1. To introduce the students at S.V.C.C.; the resources and opportunities available to them as students. An important focus will deal with their responsibilities as a member of the college community.

2. To introduce the students to effective study methods. This will focus on developing "Survival" capability.

EVALUATION OF ORIENTATION CLASS:

It was agreed by both Dean Opitz and the Student Counselors that the Student Counselor Orientation Program was successful. The friendship that developed between the students and the Student Counselors served to fulfill a major goal of the course. Students responded openly and frankly in class discussion and did not hesitate to ask questions. The informal atmosphere of the classroom discussion proved to be more effective than traditional lecture courses.

Students in the classes were of a mixed age group. Some were recent high school graduates, some were veterans, and others were older adults. This, however, did not create any discipline problems. Absenteeism was at a minimum and class preparation was excellent.

Results of the follow-up Effective Study Test showed noticeable improvement over pre-test scores. The average total scores rose from 94 (Pre-Test) to 101 (Post-Test). These scores were based upon College Freshman Norms for the Effective Study Test.

The student's overall view of college life was broadened. They became acquainted with the academic and social rules and regulations, and with the availability of clubs and organizations for extra-curricular activities.

On the last day of class the students filled out an evaluation sheet on the course and their instructor. Their responses were 100% in approval of Student Counselors. Some of their comments were:

> A student instructor is much more effective than the regular teachers. You can talk more openly and freely.
>
> I think a person can really take an interest in what is being discussed if they have a student instructor. A person feels like taking part in discussions if the teacher is near their own age group.
>
> A student instructor seems to give the class a more relaxed atmosphere because you have someone approximately your own age for an instructor.
>
> I think it is a great idea. A student instructor is better acquainted with the problems and interests of students.

The Student Instructors feel this program should be continued at Southwest Virginia Community College. It has proven to be successful approach to reaching students and could be of value to all freshman entering S.V.C.C.

Appendix 10-B

1. What is your opinion of the materials that were used in the class discussion?

_____

_____

_____

_____

2. What is your feeling toward having a student instructor?

_____

_____

_____

_____

3. The student instructor was:

Excellent Good Fair Poor

4. We have covered the Catalog, the Handbook, Study Skills, etc: what would you like to add to this list to be covered in future Orientation classes?

_____

_____

_____

COMMENTS: _____

_____

_____

_____

_____

SUMMER ORIENTATION

1st Meeting:

Welcome--Dean Opitz
Introduction of Student Counselors
Orientation Program Explained
General Discussion Session--Questions & Answers

2nd Meeting:

Foundations Program Explained
Discussion of SVCC College Programs--SVCC College Catalog
Faculty Advisement Explained

3rd Meeting:

Student Handbook
Academic Rules and Regulations
Social Rules and Regulations

4th Meeting:

Effective Study Test given (approx. 45 minutes)
General Discussion of Study Problems

5th Meeting:

Effective Study Test Interpretation
Study Skills Instruction

6th Meeting:

Study Skills Instruction Continued

7th Meeting:

Student Government Introduced
Extracurricular Activities

8th Meeting:

Student Services--Financial Aid
Placement
Counseling

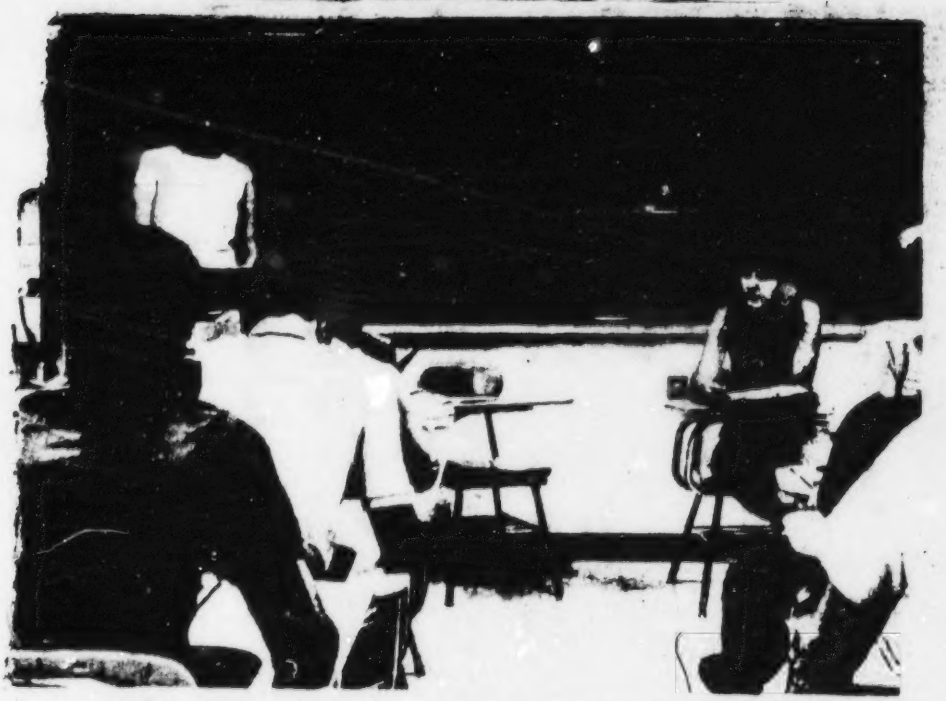
9th Meeting:

Effective Study Test given again

10th Meeting:

General Discussion--Problems, Questions & Answers

RICHLANDS NEWS-PRESS, Wed., July 22, 1970



KAREN ABEL AND FRANKIE CARR HELP BEGINNING STUDENTS

Grads teach orientation class

Southwest Virginia Community College's division of Student Services is conducting a new Orientation program for students entering Summer 1970. Miss Karen Abel and Miss Frankie Carr, two 1970 graduates of SVCC, are teaching the Orientation course.

The Orientation course has as a major emphasis, an introduction to the college and a thorough review of study techniques and practices selected. One of the unique aspects of this course is that it is being taught by SVCC students rather than staff members. The students enrolled in the Orientation course have reacted favorably to the program and the idea of student instructors.

Students in the class were instructed in "How To Study" methods. Tests were administered before and after the "How To Study" sessions to measure student progress.

Dean Opitz expressed appreciation for the thorough Orientation program conducted by Miss Abel and Miss Carr.

LIST OF MATERIALS USED

Effective Study Guide Specimen Set by William F. Brown, Ed.D.

- Instructor's Manual
- Instructor's Handbook
- Effective Study Guide
- Effective Study Workbook
- Effective Study Test and Evaluation Sheets

Address of Dr. Brown: Effective Study Materials
P.O. Box 603
San Marcos, Texas

Southwest Virginia Community College Catalog 1969

Southwest Virginia Community College Handbook 1969

Educational Opportunities in Virginia - booklet

Chapter VI

AN INNOVATIVE ORIENTATION PROGRAM

(Report prepared by Forrest McKay, staff counselor, summarizing the Humanistic education orientation conducted by the S.V.C.C. Student Services staff for the 1971-72 college year and continued for 1972-73)

INTRODUCTION

In the fall quarter of 1971, newly enrolled students at Southwest Virginia Community College experienced an innovative Orientation program. Under the supervision and guidance of the Student Services Staff and with the full cooperation of student leaders, serving as co-facilitators, the experimental program dealing with the humanistic approach to education was implemented. Humanistic education focuses on effective communication in an attempt to apply the principles of psychology to education courses.

PROCEDURES AND OBJECTIVES

The Orientation classes were conducted by student leaders and faculty members. The classes were purposely held to a small number so that the students would feel closer ties to one another.

In preparation for the fall Orientation, the leaders attended a workshop in September which was conducted by representatives from the Director of Student Services Office in Richmond. In order to facilitate the development of the leaders, the workshop emphasized group dynamics and was organized into experiences which allowed the participants to understand the concepts through participation, instead of intellectual comprehension alone.

The objectives were outlined by the Student Services Staff, in conjunction with the overall perspectives of the program. These overall objectives were:

1. To introduce students to humanistic education for increased motivation and establishing effective communication through the individuals participation.

2. To facilitate communication among students through a peer relationship with student leaders.

3. To provide a new and different experience for newly enrolled students entering Southwest Virginia Community College.

4. To provide an environment conducive to the furthering of communication, ideas, and personal attention.

Orientation was a comprehensive, semi-structured, individualized program designed to place emphasis on the individual and on communication. There were twenty-six classes serving three hundred and seventeen students.

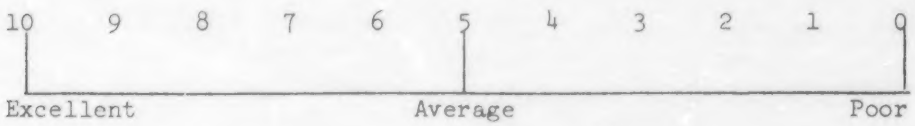
The individual class was designed so that the leaders could structure the class to meet the individual needs of those students who were participating. A packet that contained twenty different techniques was given to each team. These techniques were chosen according to the time required to administer them, the objectives of the individual exercise, and the number of students needed to participate. A list of the techniques is attached as Appendix I. These activities were designed to bring about and encourage discussion.

EVALUATION AND RESULTS

This evaluation is not the end of Orientation for fall quarter, 1971, but is in fact only the means to an end. The results of the evaluation will be a primary factor in the development of an essential humanistic approach to helping college freshmen adjust to their new environment. A total of two hundred and fourteen students participated in this evaluation.

1. The first question dealt with expectations prior to the beginning of Orientation classes. Most of the students' responses indicated no specific expectations, other than perhaps boring lectures on policies, procedures, etc. Some anticipated discussions on school life, current problems, and a general opportunity to become acquainted with other students, faculty, and with college life. The majority of the students did expect a formal or traditional class format (lectures, reading assignments, tests, etc.).

2. Students overall evaluation of the program as based on a continuum of 10 to 0 (with 10 being excellent and 0 poor) is as follows:



RATING	PERCENTILE
10	15.88%
9	15.42%
8	26.63%
7	14.48%
6	10.28%
5	13.55%
4	2.80%
3	0.46%
2	0.46%
1	0.00%

3. The question relating to continuation of the program elicited the following responses:

Yes	94.31%
No	4.67%
No Response	.93%

4. While 84.11% of the students involved felt that we should not return to the traditional classroom style, 12.15% felt that we should, with a 3.73% failing to respond to the question. We did ascertain that a small percentage felt that coverage of study skills and a handbook could be useful.

5. In reference to the parts (techniques, etc.) that had the most meaning, students responded by stating that the group discussion, which led them to examine their own attitudes and values, gave them the opportunity to learn how others felt and was most beneficial to them. They enjoyed the techniques that prompted open discussion. The film "Eye of the Storm" was rated by many as very conducive to group discussion. Some of the techniques that were expressed by students as being meaningful were role playing, problem solving, name game, if I were, and darts. The students emphasized the importance of introspective, self-analytical techniques.

6. The question relating to the techniques that were least meaningful netted mixed responses. Some students identified as least meaningful those techniques that were most rewarding for others. This is possibly due to the presentation and interpretation of the techniques. The length of time required to "wrap-up" the techniques before going into discussion was limited, and probably affected the acceptance of each technique. The techniques that had least meaning for some were NASA, 1-way - 2-way communication, is memorium (or when the discussion became personal), and blindfold. The responses were favorable to the overall program.

7. The majority of participants (66.35%) felt that the program was beneficial to them as students, in relationship to their other courses. Twenty-six and sixty-three hundredths percent (26.63%) felt that it was not beneficial, and 5.6% did not respond.

8. The overall opinion of the students toward the materials used ranged from "some were poor with no meaning" to "useful" and "excellent." They did feel that the techniques generally helped to get discussion started. Some felt that the topics of discussion were not controversial enough, others felt the techniques were restricting and saw the materials as a hinderance to a good group discussion.

9. The student leader was generally viewed by the Orientation students as beneficial to the program. They were able to identify with student leaders (peer-relationship), which gave them security and a freedom within the class.

10.-11. The following chart portrays the distribution of ratings for the student leaders and faculty instructors.

	Student	Faculty
Excellent	38.31%	48.50%
Good	51.40%	41.58%
Fair	8.87%	2.33%
Poor	.46%	.46%
No Response	.93%	7.00%

12. Sixty-eight and six tenths percent (68.6%) of the students felt that Orientation did help them to communicate while 22.42% did not. Eight and eighty-seven hundredths percent (8.87%) did not respond.

13. Eighty-two and two tenths percent (82.2%) of the students indicated a preference for once a week Orientation classes, while 15.88% prefer a three day session prior to school. Less than 2% did not respond.

14. Suggestions and Ideas - The responses to this question were numerous. The majority felt that there should be more discussion within the group on a number of different areas - current, organized, and controversial - so that the students could communicate more. Some felt that there should be more classes,more time for discussion and less time spent on the technique. Some suggested alternating from a technique one week to discussion the next week. The traditional information, such as learning experiences related to

library, learning lab, study skills, etc., should be included within the structure. The overall responses of suggestions were positive and provided constructive criticism. The questions used in the evaluation of the program can be found as Appendix II.

CONCLUSION

The students who participated in the fall quarter, 1971, Orientation indicated that the experiences were beneficial in ways that each affected the student individually. The negative feelings were usually gathered with positive responses, which were interpreted to be constructive criticism. Overal., the program proved to be an enlightening experience for all concern·d.

LIST OF TECHNIQUES USED IN ORIENTATION

1. The Listening - Gift-Giving Game - To facilitate people's hearing each other on more than one level.

2. Blindfold Game - To stimulate an experience which places participants in the situation to either give or receive help.

3. Forced Choice Words - To explore values within a group setting.

4. Run For Your Life - To assist the group member in placing into proper perspective the things in his life that are really meaningful.

5. Win As Much As You Can - To dramatize the merit of competitive and collaborative models within the context of group relations.

6. NASA - To compare the results of individual decision-making with the results of group decision-making.

7. Darts Game - Individual versus group competition as felt by individual/group.

8. The Name Game - A warm up game to help the student create a relaxed atmosphere.

9. Disarmament Game - To explore a trust with the group setting.

10. One-Way and Two-Way Communication - To examine the application of communication by participation.

11. Listening Triads - To understand the necessity of listening to each other with comprehension.

12. Brainstorming and Processing of Ideas - To generate an extensive number of ideas or solutions to a problem by suspending criticism and evaluation until later sessions.

13. Prisoner's Dilemma - To demonstrate the effects of interpersonal competition.

14. Lemons - To increase awareness of sensory skills.

15. Rumor Clinic - To illustrate the distortion in communicating information from original source through several other sources.

16. Consensus-Seeking To compare the results of individual decision-making with the results of group decision-making.

17. Status Interactive Study - To perceive the effect of status differences on interaction and deference among group members.

18. If I Were - To help clarify what people want to be or do by indirect method.

19. In Memorium - Help the students to take an in depth look at their life objectives.

20. Broken Squares - To analyze certain aspects of cooperation in solving a group problem.

21. "Eye of the Storm" - A film using role play with elementary students in analyzing the black-white issue.

STUDENT EVALUATION OF FALL QUARTER
ORIENTATION CLASS

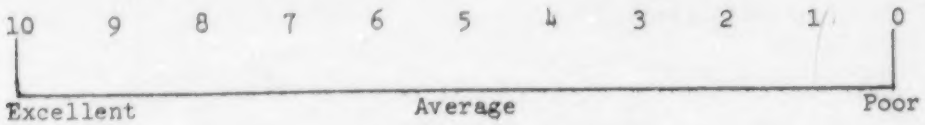
This is a questionnaire concerning the orientation class that you have participated in. Please answer the questions as honestly as possible so that we can plan future orientation classes. You do not have to sign the questionnaires.

Thank you for your cooperation in this matter.

You do <u>not</u> have to sign this questionnaire.

1. What were you expecting from Orientation classes?

2. Circle the number on the following continuum which most closely corresponds to your evaluation of the over-all program.



3. Do you recommend continuance of this type program?

   Yes_____ No_____

4. Would you recommend return to the traditional style of orientation which includes lecture on handbook, catalog, study skills, etc.?

   Yes_____ No_____

5. What parts (techniques, etc,) of Orientation had the most meaning for you? Why?

6. What parts(techniques etc.,) of Orientation had the least meaning for you? Why?

7. Do you think Orientation helped you become a better student?

Yes_____ No_____

8. What is your opinion of the materials that were used in the class discussion?

9. What is your feeling toward having a student instructor?

10. The student instructor was:

_____Excellent _____Good _____Fair _____Poor

11. How do you rate the faculty instructor?

_____Excellent _____Good _____Fair _____Poor

12. Do you feel that the Orientation experience helped you to "open up" and talk more in other courses?

Yes_____ No_____

13. Which way would you prefer Orientation?

_____Once a week

_____3 days before school begins

14. Please note ideas and suggestions you have so that we could use them in preparing our next Orientation sections.

LIST OF LEADERS FOR FALL ORIENTATION

A. STUDENT LEADERS

Addison, Larry
Armentrout, Betty
Bennett, Karmon
Bostic, Ronald
Compton, Emmett
Counts, Lloyd
Crabtree, Susan
Jessee, Danny
Jessee, Sandy
Jewell, Shirley
Kinder, Belinda
Meadows, Glencel
Musick, Shirley
O'Quinn, Elaine
Powers, Terry
Rasnake, Debbie
Reece, Morris
Rios, Wanda
Sprinkle, Mary
Sutherland, Carl
Taylor, Betty
Thomas, Susan
Williams, Tanya

B. FACULTY AND STUDENT SERVICES STAFF

Anderson, Martha
Farley, Bettye
Gossweiler, Richard
Johnston, Larry
McKay, Forrest
Murphy, Maggie
Opitz, Armand
Smith, Don

SVCC STUDENT ORIENTATION LEADERS' WORKSHOP

1. When: September 7, 8, and 9 (Tuesday, Wednesday, and Thursday) at 9:15 a.m., through 5 p.m. (Luncheon Break)

2. Where: On SVCC's campus

   (a) Room 5, 6, and 7 for group activities

   (b) Room 18 for large group meetings and initial meeting each day

3. Who: Student leaders who will help in conducting orientation on September 27 and subsequent groups (one hour per week per orientation class) during the Fall Quarter will participate. Interested faculty and staff will also participate.

   Leaders will be Miss Carol Amato and Mr. Pete LeRoy from the central office of the Department of Community College.

4. What: Student leaders will be provided with techniques in group leadership. Our focus is to develop student awareness:

   (a) Regarding SVCC's resources available to them

   (b) Opportunities for their own development and involvement

   (c) Regarding what they "want" as goals/purposes for themselves

   (d) Promoted by communication development

5. Why: To encourage entering students to become a part of the opportunities available at SVCC; to become involved!

Thank you for choosing to be involved.

For your information. This was the sequence followed in the workshop. It is provided for your information only.

A G E N D A
Achievement Motivation Workshop
Southwest Virginia Community College
September 7 - 9, 1971

Tuesday, September 7, 1971

Morning

1. The Name Game
2. In Memorium

Afternoon

1. "Who Am I" - Booklet and Triads Exercise

Wednesday, September 8, 1971

Morning

1. "10 Thoughts" - Booklet and Role Play Exercise
2. Darts-Dice

Afternoon

1. Darts-Dice (Continued)
2. Helping Triads
3. Closed Eye Walk

Thursday, September 9, 1971

Morning

1. NASA (with part of the group) and
   Alternatives Search (with part of the group)
2. Communications Design

Afternoon

1. Listening - Gift Giving
2. Join-Up and Contract

October 4, 1971

Dear Orientation Leader:

Enclosed with this envelope are a number of separate activities which are planned for your use in the Orientation groups.

We hope that you will use the activities in a way that you feel best for your particular group. Try to be positive in your encouraging of discussion. Please remember that when you get people to talk with other people some "unfinished" business might come about. When such unfinished business arises, you might use the technique of asking people to defer that discussion until after the group meeting and meeting with these two people afterward.

As you work with your group, it might be helpful to have some opportunity for discussion regarding any special questions you may have. Accordingly, feel free to contact one of the Student Services staff members.

We will prepare additional materials for your use during the quarter.

So that you might recall our Orientation leaders workshop, we have also enclosed a copy of the agenda (sequence) of that workshop. We have included additional activities.

Remember that you can choose the activities that you feel are most appropriate for your group. You do <u>not</u> have to follow the order in which these activities are provided.

Please <u>do</u> keep a list of the activities you do (chronologically) and your summary comments of each.

We look forward to a great Fall Orientation through your involvement and leadership.

Sincerely,

Armand M. Opitz
and Student Services Staff

AMO/bjh

LISTED BELOW ARE THE NAMES OF THE ACTIVITIES AND GAMES WHICH ARE INCLUDED IN THIS PACKAGE

1. The Origami Game
2. The Listening - Gift Game
3. Blindfold Game
4. Forced Choice Words
5. Run For Your Life
6. Win As Much As You Can
7. NASA
8. Dart - Dice Game
9. The Name Game
10. Disarmament Game
11. One-Way and Two-Way Communication

M E M O R A N D U M

TO: Orientation Leaders

FROM: Student Services Staff

DATE: December 6, 1971

SUBJECT: Orientation Closing Details

(1) Attached to this memorandum you will find a copy of the anonymous student questionnaire which is to be administered to all student groups this week. A supply of these questionnaires has been given to the faculty or student co-leaders. Extra copies are available in Student Services. Please write your Orientation section on the first page of the questionnaire in the upper right corner. Return these questionnaires as soon as they are administered either to Mrs. Baxter, Mrs. Carrico, or Mr. McKay in Student Services. Please also return all blank questionnaires.

(2) Evaluation - Student Grades - General 100 is a participatory group processes course for fall, 1971. The students enrolled should receive a grade (letter) until state approves another grading approach.

Criteria: (A) Attendance - A student who has consistently missed class should receive an "F". General attendance should merit at least a "C" grade.
(B) Participation quality probably should determine the grade of "A" or "B" for student who have cooperated in the orientation process.

In determining grades, please attempt to avoid judgements of a negative nature based on "personality."

Evaluation for student grades for General 100 should be in by Friday noon (Dec. 10) to Mr. McKay. Please note that we may give consideration to a possible higher or lower grade based on our ranking of all students.

(3) Identifying Future Orientation Leaders - Please designate by comment and listing the names of several students in your Orientation group(s) who merit consideration to be invited for future Orientation leaders. Please indicate why these persons are suitable and turn this list in when you turn in your evaluation.

(4) Advanced workshop on Dec. 16 from 1:15 p.m. - 5 p.m. and Friday, Dec. 17, from 9 a.m. - 5 p.m., with a break for lunch.

You are cordially invited to participate in an advanced workshop with Dr. Lavery and Carol Amato scheduled on campus Dec. 16 and Dec. 17. This is voluntary and our objectives will be to learn some new techniques and exercises focused on achievement motivation. Please indicate to Mrs. Carrico or Mr. McKay whether you can and are interested in attending.

We sincerely appreciate the contribution you have made to our fall orientation by your participation and in leading the orientation classes. We welcome your involvement in future activities.

REFERENCES

1. Alschuler, Alfred, and Diane Tabor, Who Am I? Connecticut: Education Ventures, Inc., 1970.

2. Amato, Carol and Peter LeRoy, Evaluation Report for the Southwest Virginia Achievement Motivation Workshop, September 7-9, 1971. Student Services Center, Virginia Department of Community Colleges, 1971.

3. Pfeiffer, William J. and John E. Jones, A Handbook of Structured Experiences for Human Relations Training. Vol. I, II, III, Iowa City, Iowa: University Associates Press, 1971.

Chapter VII

Directions for the Future:

If an orientation program is to be effective, then it must be individualized to serve the special populations who are the "community" of a comprehensive community college. This can be accomplished by preparing relevant orientation "units" for the recent high school graduate, the veteran, the evening student, and students with needs in career choice, or other areas.

Another approach is to offer an orientation "core" which will familiarize the student with the college and its resources for learning, personal development, and self discovery.

Accompanying the "core" orientation experience, the students would have a choice of several activities to be completed as part of the orientation course, in addition to the weekly group sessions. These are explained below:

1. How-To-Study/Learning Skills Improvement

Students who express a need for improving their study skills may elect this unit. The Comparative Guidance Placement Program, as a counseling tool, enables the student to indicate his interest in obtaining help with study skills. Others might elect a study skills unit as a result of counseling or advisement. The key to success in study skills units is voluntary participation by those who perceive a personal need.

2. Introduction to the College Library and its effective use as a learning tool

This would be a required unit for all students in order to assure a basic understanding of one of the learning keys available in a college setting. Similarly, the learning laboratory might be included as a required part of the orientation course requirements met outside the weekly "core" group meeting. As colleges make major investments in library facilities - efforts should be made to insure that effective and maximum use is made of the library as a learning resource.

This means that a "hands-on" experience involving library personnel is in order.

3. Effective Listening - A Communications Improvement Exercise

The Xerox Corporation has available an Effective Listening unit which might be one of the optional electives available to the orientation student as an activity outside the "core" experience. This might be housed in the learning laboratory or offered, otherwise, on a scheduled basis.

4. Career Exploration:

Career Exploration might be emphasized as another "elective" unit for those interested in learning more about career trends. A related self-exploration section could be included and encompass specialized interest and personality inventories for students who are truly undecided. This would maximize services to those who need and want them, since an intensive career exploration and inventory service is expensive and best utilized on a voluntary basis.

5. Mechanics of Survival in College:

Although some would say that this should be a "nuts and bolts" part of the "core" experience, an optional, "how to" point would be of special value to those who would elect it. This might include a section on planning for transfer and how to use the college's "help" resource effectively.

6. Getting Inv lved - Student Co-Curricular Activities:

Some brief introduction to activities and clubs available to students is usually part of the general orientation. This unit, however, might deal with how to become an effective participant, or leader. Many comment in the "lack of involvement" on student life in a commuting student body. This would enable the college to develop a cadre of participants - workers - the people who get things done! Again, as an optional elective, it would reach those who want to be involved.

The list of possible optional units is seemingly endless, and the discussion above is limited to those major areas of elective interest.

The personal development and self-discovery areas of the orientation "core" are based on a 1 to 2 hour weekly group meeting for the term of the course. "Humanistic" education exercises to promote communication, values clarity, and achievement-motivation are the focal point of the weekly group sessions. The 1971-73 chapter outline, discussed above, provides a thorough review of appropriate exercises and an evaluation of the "core" group sessions effectiveness.

Careful planning will insure not only a meaningful orientation but more likely a more positive learning environment. That may be what orientation is all about anyway, the creation of communication, building an environment for learning and personal growth for all of the college's constituency.

VIII. BIBLIOGRAPHY OF ADDITIONAL RESOURCES

Several chapters include bibliographies for the particular topic. This bibliography includes additional, but not an exhaustive listing of resources. Readings in group processes in "humanistic education" will also be helpful.

1. Cross, K. Patricia, "Higher Education's Newest Student" Junior College Journal, 39:1, 38-42, September, 1968.
(Miss Cross has published several descriptive documents regarding community college students).

2. Jones, John E., and J. William Pfeiffer, A Handbook of Structured Experiences for Human Relations Training, Iowa: University Associates Press, C.1969; V. I.

3. Jones, John E., and J. William Pfeiffer, A Handbook of Structured Experiences for Human Relations Training, Iowa: University Associates Press, C.1969; V. II.

4. Jones, John E., and J. William Pfeiffer, A Handbook of Structured Experiences for Human Relations Training, Iowa: University Associates Press, C.1969; V. III.

5. Jones, John E., and J. William Pfeiffer, The 1972 Annual Handbook for Group Facilitators, Iowa: University Associates Press, C.1972.

6. Williams, William F. Effective Study Materials P.O. Box 603, San Marcos, Texas (You may write to Dr. Brown care of this address for materials which will facilitate the "student-counseling-student approach").

UNIVERSITY OF CALIF.
LOS ANGELES

APR 19 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION